NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

THE

bulletin

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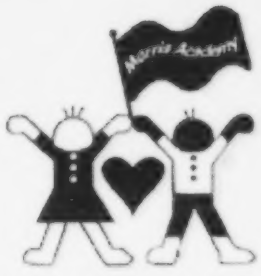
SAFE AND CARING SCHOOLS



we care about each other

A Report on Success ..... Page 12

Campaign 2000 Update

by LESLEY-ANN BROWNE

In mid October I attended a meeting on behalf of the Association that updated those in attendance on Campaign 2000 and the commitment 14 years ago by the House of Commons to "seek to achieve the goal of eliminating poverty among Canadian children by the year 2000". The session was organized by the Community Services Council of Newfoundland and Labrador and there were presentations by Laurel Rothman, Coordinator of Campaign 2000, as well as representatives from local organizations involved in and concerned about the issue of child poverty. I am providing a brief summary on the meeting as I feel it is of relevance and importance to educators as they deal with many issues of child poverty on a regular basis.

Campaign 2000 is a non-partisan cross-Canada public education movement of 90 national and community organizations united to ensure that children in Canada have the best possible start in life and to build awareness and support for the 1989 commitment to eliminate child poverty. The organizations want to promote a coherent and comprehensive "National Plan of Action for Children" to ensure that: children do not live in poverty; early childhood education and care is available to give every child a good start in life; parents have income security and jobs with good wages and decent working conditions to support their families; and that safe and affordable housing is a reality for all.

The message was quite clear from all the presenters at this meeting and their documentation. This message is that "child poverty remains firmly entrenched in Canada". Despite consecutive years of economic growth, more than one million children, or almost one child in six, still live in poverty in Canada. A report from the Campaign 2000, *Pathways to Progress: Structural Solutions to Address Child Poverty*, is a well thought out plan of action that calls upon government leaders at all levels, communities, voluntary organizations, and the public, to take action now.

The report states that a comprehensive, multi-year plan with funding commitments is necessary to "achieve substantial and sustained reduction and prevention of child poverty". The report also states that a social investment plan for children and families would allow governments to increase availability of good jobs at living wages, raise minimum wages and provide better protection through Employment Insurance; create an effective child benefit system that provides enough income support to keep working parents, including single parents, out of poverty and that is not clawed back from social assistance recipients; build an accessible system of quality childhood education and care to support early development of children and to enable parents to work or receive training; expand affordable housing to end adult and family homelessness and enable parents to raise children in healthy community environments; and increase funding and improved accountability for provincially delivered social services, including social assistance.

There will hopefully be some plans of action on the local and provincial level as the result of this meeting. If the interest is there I will keep teachers informed through *The Bulletin*. A copy of the full report as referenced above or information on Campaign 2000 and its other publications can be viewed at www.campaign2000.ca.

the bulletin

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CONTENTS

Features

9 **Professional Development**
Harmony, Innovation and Conscience: The 2004 Keizai Koho Fellowship Tour of Japan
by Keith Samuelson

12 *NLTA Safe and Caring Schools Project: A Report on Success*
by Rene Wicks

14 *Learning the Outdoors Way*
by Gord Casey & Bill Butt

16 **Living Well**
Mental Fitness in the Game of Life
by Marie Wall

18 **Canadian Teachers' Federation**
Copyright Proposal Threatens Future Internet Use in Classrooms

19 *Study Focuses on Realities of Teaching in Francophone Minority Schools Outside Quebec*

20 **Technology**
Breadth and Balance of Information Technology in the Classroom
by Kevin Andrews

22 **Viewpoint**
Raising Test Scores, Ruining Schools
by Ian Davidson

25 *NLTA Committee Worth the Experience!*
by Georgina Etheridge

26 *In Search of Enthusiasm*
by Hector M. Earle

27 **Educational Leave Application**

Departments

Up Front	2
On Location News	4
Resources	31
Calendar	*back cover*

Magazine Discount Program

The QSP/Reader's Digest magazine discount program will be available to teachers again this year. The program offers all NLTA members a 50% discount from the QSP/Reader's Digest magazine catalogue – that's 50% off the discounts already listed in red in the catalogue. This year limited copies of the catalogue will be sent to schools along with a sufficient supply of order forms. The catalogue will also be available online for easier access.

Information and details on the program will be sent to teachers in the next few weeks. This offer is available for new subscriptions or if you wish to renew a current magazine subscription.

QSP Reader's Digest

NLTA AWARDS 2004-05

If you feel someone within your school qualifies for nomination for one of these prestigious NLTA awards for the 2004-05 school year, please contact your school representative who will forward the name and information to your branch president or the appropriate special interest council president.

Special Recognition Award

This award is presented annually to an active member of the Association who, while a teacher in the province, has made a major contribution to the **cultural, social and/or community life** of Newfoundland and Labrador. The award recognizes contributions in the areas of the arts (music/literature/visual arts), community service, and/or municipal politics.

Allan Bishop Award

This award recognizes outstanding service to NLTA at the **provincial** level and is open to any active or life member of the Association, except that current members of the Provincial Executive are ineligible for the award and a provincial past president is ineligible for the award within three years of his/her presidency. Nominations must come from branches or special interest councils.

Bancroft Award

This award recognizes the outstanding service given to **branches** by the dedicated and talented teachers whose efforts have helped make NLTA the strong association it is today.

Barnes Award

This award recognizes outstanding professional development services provided by teachers at the special interest council level.

Deadline for nominations is January 15th.

All nominations for the above Association awards must be made on the proper nomination form which can be obtained from your local branch president or the NLTA Office and must be submitted by the deadline indicated in order to be considered.

PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

ST. JOHN'S

Former principal appointed to MUN Faculty of Education

Jerome Delaney

Jerome Delaney, former principal of St. Michael's High School on Bell Island, has been appointed an assistant professor of Educational Administration in the Faculty of Education at Memorial University.

Mr. Delaney holds undergraduate and graduate degrees from Memorial University and a Doctor of Philosophy (Ph.D.) in Educational Administration from the University of Alberta. He has extensive experience in the province's school system having taught at schools in Harbour Grace, Stephenville, the Goulds and Ferryland. He has also served in three principalships: Our Lady of Lourdes High School, Lourdes; St. Stephen's High School, Stephenville; and most recently, St. Michael's High School on Bell Island.

In addition to having taught undergraduate courses in education both at the University of Alberta and Memorial University, Mr. Delaney has also taught graduate courses in Educational Administration at Memorial. Additional academic activities include various presentations throughout Newfoundland and Labrador on promoting a positive school climate, teacher morale, classroom management, school-based management and school improvement.

Mr. Delaney has published a university textbook on educational policy and his research interests include educational law, school personnel issues, teacher and administrator recruitment, effective teaching and rural schools. His appointment at MUN was effective August 1.

Newly appointed minister meets with Provincial Executive

The newly appointed Minister of Education, the Honourable Tom Hedderson, met with the NLTA Provincial Executive Council on October 15 to discuss various educational and teacher issues. Accompanying Mr. Hedderson were his Deputy Minister, Bruce Hollett, and his Assistant Deputy Minister, Gerald Galway. The members of the Provincial Executive had the opportunity to ask questions of the Minister and his officials, and discuss areas of concern.

Elected to the House of Assembly in 1999 to represent the District of Harbour Main-Whitbourne, Mr. Hedderson has served as Opposition Critic for Education (K-12), as critic for Youth Services and Post-Secondary Education, and as the Parliamentary Assistant to the Leader of the Opposition. Re-elected in 2003, he was appointed Parliamentary Secretary to the Minister of Education and Youth Services and Post-Secondary Education. The Department name later changed to Education during the department restructuring in 2004.

Before his political career Mr. Hedderson was principal of Bishop O'Neill Collegiate in Brigus and is a past president of the Bay Roberts Branch of the NLTA. He was appointed as Minister of Education on October 1.

POUCH COVE

Targa Newfoundland visits Cape St. Francis Elementary

On September 13 a wonderful and very memorable event (in the eyes of both the adults and children alike) took place at Cape St. Francis Elementary School in Pouch Cove. Targa Newfoundland, in full garb, descended upon the school.

"Everything was in place," says parent, Rose Marie Meehan. "Every child carried a personalized hand made banner. The teachers (God bless them!) had once again outdone themselves." From one end of the long sidewalk in front of the school to the other, children lined the walkway. They clapped, waved and politely shouted words of welcome to the nearly 200 visitors, not once stepping off the sidewalk unless granted permission by a teacher.

"The look of awe, of admiration, of happiness that shone from every child's face was nothing compared to what I saw beaming from the faces of the drivers

and colleagues of Targa," says Ms. Meehan. "I watched and I was fascinated with the children, but more so by the visitors. Targa Newfoundland in their helmets, black coveralls, and hats, and every detail, was personified by only one greater thing – facial expression".

Targa Newfoundland pays a special visit to students and staff of St. Francis Elementary.

Ms. Meehan says the old cliché of "wearing your heart on your sleeve" is nothing compared to the heartfelt warmth that shone through the eyes of the Targa participants. They embraced the children, not physically but emotionally, with their kind words, genuine caring ways and overwhelming softhearted, one-on-one eye contact with each child. In return, both children and adults walked away with a feeling of personal satisfaction realizing that for one small moment in time, a child and a stranger shared a common bond.

"I heard many positive compliments from the drivers, many wonderful words of praise for both the teachers and the children," states Ms. Meehan, "but if I may be permitted to say one or two things from the 'heart of a mom', it would be thank you, all you kind, caring, giving people of Targa Newfoundland for your generosity in permitting children in rural communities to see the world through your eyes. Drive safe, take care and never lose focus of the finer things that help make our world a more beautiful and pleasant place to live, our children."

NEWFOUNDLAND & LABRADOR

Provincial Chapter of CCGE gears up for the school year

The Newfoundland and Labrador Chapter of the Canadian Council for Geographic Education, has resumed regular activities for the school year. Dr. Norm Catto, Chair, can be contacted at ncatt@mun.ca if any teachers or boards require assistance in providing personnel, information, or resources to support geographic education in the province's classrooms.

Resources to assist in the teaching of outcomes related to geography, and free membership in the Canadian Council for Geographic education can be accessed at www.ccge.org.

NLTA Scholarship winners announced

Six Newfoundland and Labrador students who completed high school last June have been awarded NLTA scholarships for 2003-04. They are: Joshua Gorner (Holy Heart of Mary High School), son of Madonna Ryan-Gorner, Conception Bay South; Marlena Hickey (Laval High School), daughter of Leonard and Elaine Hickey, Dunville; Nadine Howell (Baccalieu Collegiate), daughter of Gerard Howell, Northern Bay; Caryn Phillips (Gonzaga High School), daughter of Catherine Phillips, St. John's; Rebecca Sheppard (Ascension Collegiate), daughter of Marion and Paul Sheppard, Bay Roberts; and Belinda Vatcher (Burgeo Academy), daughter of Beverly Vatcher, Burgeo.

The scholarships are awarded annually to dependents of active, retired, disabled, or deceased members of the NLTA and are valued at $1,000 each. Awards are based on the criteria used by the Department of Education for the selection of provincial scholarship recipients.

Joshua Gorner

Marlena Hickey

Nadine Howell

Caryn Phillips

Rebecca Sheppard

Belinda Vatcher

NLTA Senior Mathematics League enters 18th season

The NLTA Senior Mathematics League (a partnership of the NLTA Math/Science Special Interest Council, Memorial University, and the Department of Education) has entered its 18th season in 2004-05.

The web-based version of the League, which became available in the spring of 2001, allows any team/student(s) who cannot get to a site-based game the opportunity to participate. This way to play is becoming increasingly popular where getting to a site is a problem. Web-games are available to any school grouping in Canada.

The same game usually takes place simultaneously, four times a year, on Saturday mornings with district schools competing against each other.

Game dates are tentatively set each September with Game #1 in mid-late October; Game #2 in mid-late November; Game #3 in mid-late February; and Game #4 in mid-late March. Game dates in your district may vary slightly so please consult your district Mathematics Program Specialist or Math League Contact.

A Provincial Championship Game (Game #5 of each season) takes place towards the end of a school year (usually in late April or early May), with the top school(s) from each district competing at a common site (usually a host school under the NLTA Math/Science Special Interest Council or at Memorial University).

Games are currently developed by problem setters: Peter Booth and Bruce Shawyer (Memorial University), and John Grant Mcloughlin (University of New Brunswick), and are distributed across the province by provincial coordinator Paul Gosse to Board Program Specialists who act as local coordinators.

The Department of Mathematics and Statistics, the League's Memorial University partner, supports a Junior High Math Challenge and other outreach programs. Schools, or individual students, interested in playing a Math League game on the web, or for more information about the NLTA Senior Mathematics League (and outreach programs of the Department of Mathematics and Statistics), please visit www.math.mun.ca and click "Outreach", or email Provincial Coordinator, Paul Gosse, at paulgosse@gov.nl.ca.

Winners announced in YMCA-YWCA Enterprise Olympics

"Money, money, money...MONEY!" This line taken from the hit TV show, *The Apprentice*, was more than just another phrase in a song – it was the central theme for the program. It was this money theme combined with learning, networking, and fun that made the 10th Annual YMCA-YWCA Enterprise Olympics Conference a huge success yet again. This year's conference took place from May 27-30, 2004 in Gander.

"What can I say," stated one of the teachers in attendance. "This conference gets better every year and I hope it will continue for years to come."

With the help of the Atlantic Canada Opportunities Agency (ACOA), Human Resources Development Canada (HRDC), the Royal Bank of Canada (RBC), and the Newfoundland and Labrador Credit Union (NLCU), the YMCA-YWCA Enterprise Centre, and the Department of Education, more than 100 Grade 11 and 12 students from all school districts across the province were provided with the opportunity to celebrate their business innovation through two competitions: The NLCU Enterprise Showcase Competition, and The RBC Business Plan Competition. Each of these competitions took place on May 28, 2004.

The NLCU Enterprise Showcase Competition is designed to encourage senior high school students to display their enterprising ventures in a trade show type setting that is intended to help students make business contacts and sell their products and/or services. The winners of this year's showcase competition, in order of first to third place were as follows: The Newfoundland and Labrador Chocolate Moose – Lisa Leshane and Melissa Caravan, Ascension Collegiate, Bay Roberts; The 4 Hand Symphony – Kelly Lynn Au and Christen Williams, Prince of Wales Collegiate, St. John's; Not Enough Golf – Ryan Tobin, Stephenville High, Stephenville; and Forget Me Not Planner – Stephanie Nash, St. Catherine's, Mount Carmel.

The intent of the RBC Business Plan Competition is to provide students with a meaningful integrative learning experience by having them write a business plan, and then having them pitch their business concepts to a review panel of judges. This year's winners, from first to third place, included: Compu DustClutch – Megan Burke and Cheryl Barron, Dunne Memorial, St. Mary's; Presto Allegro – Olivia Heaney and Krista Kennedy, Mount Pearl Senior High, Mount Pearl; and Sarah Saks – Sarah Greenslade, Queen Elizabeth High, Foxtrap.

In addition to these main competitions, students also participated in such learning activities as the

Money Game, the Stock Market Game, and the Flag Building Activity. But it was the advertising activity entitled "The Y-Apprentice" that allowed students to enhance their teamwork, presentation, and creativity skills as a result of having to design and present a poster advertisement for real life client, Chris Griffiths of Garrison Guitars. The overall winner of this advertising activity was Laura Vokey, of Gander Collegiate. Along with being named the Y-Apprentice, she also won the grand prize, a G-20 Garrison guitar valued at $800 that was donated by Griffiths.

"The YMCA-YWCA Enterprise Olympics has been a great learning experience," stated one of the participating students. "This is an event that really gives us students the opportunity to learn what's required in order to operate a real business. As well, we get to meet new people, develop friendships, and make real life business contacts."

STEM~Net domain conversion

STEM~Net was dissolved on June 25 of this year. All of the services that were previously offered by STEM~Net will continue to be offered by Distance Education and Learning Technologies at Memorial University through a Memorandum of Understanding with the Centre for Distance Learning and Innovation (CDLI). Most of the STEM~Net staff have been retained by Memorial to provide those services to CDLI.

A substantial number of websites hosted on www.stemnet.nf.ca were converted during the summer to be hosted via www.cdli.ca. This includes all personal web pages.

The T~Mail domain in the web-mail software has been switched to use @cdli.ca and all entries in T~Mail and ClassAct using @stemnet.ca are modified to use @cdli.ca instead.

All T~Mail usernames and passwords will remain the same and all e-mail, mail folders, contact information, etc., will remain intact. Those with STEM~Net accounts need to let their contacts know the new address, which is username@cdli.ca.

All e-mail addressed to @stemnet.ca users will be automatically redirected to the respective @cdli.ca address. As well, the various DNS entries will be updated so that the service will be accessible via tmail.cdli.ca. Requests for tmail.stemnet.ca will be redirected to that new address. All redirection will remain in place for the full 2004-05 school year.

If you have any questions on this process, please contact Dale Fraser, CDLI's Senior Systems Administrator, at dale@cdli.ca or 709-737-3043.

Human Rights Association launches interactive website

What am I going to do? Can they do that to me? What rights do I have? Do I have to do that? These are the questions we hear from young people wherever we go. Youth are interested in their rights, and they are interested in learning where they stand. The Newfoundland-Labrador Human Rights Association (NLHRA) is proud to announce the launching of a new interactive website designed to assist people interested in human rights issues pertaining to the youth of the province.

For many years NLHRA staff have been questioned by young people unsure of their rights and responsibilities. This site is an attempt to provide answers to the more frequently asked questions, offer background on those answers, as well as supply anecdotes and practical examples of why certain rights and responsibilities exist and what can be done to support or enjoy them.

(continued on page 8)

What are some of the issues? Confederation brought about a great improvement in the health of young people, and today young people enjoy a much higher standard of health care. Or more accurately, *some* children do. To our collective shame, however, some children living in our province today do not enjoy the full benefits of Newfoundland and Labrador society. What are the barriers faced by children living in poverty? What are their rights? What are our obligations, as a society, to them? This issue is addressed on this new site.

School fees, bullying, acceptable hours of work, responsibilities and rights in the workplace, health issues, information on who to contact in case of problems – it is all addressed in the new website.

Is the new website comprehensive? No. It is an interactive site, where people can e-mail the Association with inquiries, criticisms and requests for clarifications. Based on input from other groups, the site will evolve and develop over time.

The Newfoundland-Labrador Human Rights Association is dedicated to providing accessible, comprehensible and useful information on human rights issues as they pertain to the people of Newfoundland and Labrador. With the launch of this site the NLHRA will hopefully be able to provide a new useful resource to that most curious segment of our population – our youth. To investigate this site please go to the NLHRA website at www.nlhra.org.

CANADA

Family support program helping children succeed in school

In more than 30 communities across Canada, an innovative family support and prevention program is helping children succeed in school.

Coordinated nationally by Family Service Canada, Families and Schools Together (F&ST) targets children between the ages of five and twelve years old who are having academic or behavioural problems in the classroom. The program brings the children, their families, teachers, school administrators and community workers, such as addiction specialists or social workers, to the school for eight weekly meetings.

Far from being a sombre event focused on grades or homework, F&ST meetings are about family fun and community support. Families share a meal, play games, sing songs and meet community workers and teachers in a non-threatening environment.

And while it may seem light and airy on the surface, the F&ST program is producing serious results. According to national evaluations, teachers see an average decrease in child behaviour problems of nearly 20% after the eight-week program, and continued success as families graduate to F&STWORKS – a 22-month follow-up program led by parents.

"The general in-class work and homework completion of the student improves when they enter the F&ST program," explains Jennifer Pirri, a Grade 3-4 teacher at Connaught Public School in Ottawa, Ontario who has participated in two F&ST sessions in the past two years. "One particular student, who is now in grade 7, still visits me and shares work that he has completed successfully in his intermediate school. His attitude toward learning really changed during the course of the F&ST program."

As an added bonus, parents' involvement and contact with their child's school increased dramatically after participating in the F&ST program, including a 200% increase with respect to volunteerism in the classroom and 198% increase with respect to fundraising.

"F&ST is about building relationships," says Judi Varga-Toth, National Programs Manager at Family Service Canada, the organization that oversees training and quality assurance for every F&ST program in Canada.

"Lately, there has been new research showing how a parent's involvement with their child's school during their early years is associated with higher grades and lower rates of high school dropout. And F&ST really demonstrates how that works," she says. "By strengthening the relationship between parent and child, and parents and teachers, you are creating a strong support network where children can really flourish."

For more information about the F&ST program, contact Family Service Canada at 1-800-668-7808, or www.familyservicecanada.org/fast/.

Harmony, Innovation and Conscience

The 2004 Keizai Koho Fellowship Tour of Japan

by KEITH SAMUELSON

CLICK HERE FOR COMPLETE TEXT

Newfoundland and Japan. Two small islands with distinct cultural identities, forged by a unique geography and a tempestuous relationship with the colossal continents looming off our coasts. The differences between us are all too obvious; it is only through experiencing our common humanity that we can truly learn from one another. This past summer I was most honored as the Keizai Koho Center provided such an opportunity.

Receiving Fellowship certificate from Mr. Tadashi Hayashi, Secretary General, Keizai Koho Center, Tokyo.

The Keizai Koho Center (KKC), also known as The Japan Institute for Social and Economic Affairs, is a private, non-profit organization which fosters better understanding of the goals and role of business in a democratic society. The KKC Tour is conducted in cooperation with the National Association of Japan-America Societies (NAJAS) in Washington, D.C., the Social Education Association of Australia and the Association for the Teaching of the Social Sciences in the United Kingdom. Its purpose is to help American, Australian, British and Canadian educators become better acquainted with contemporary Japan in the interests of global understanding. The tour operates with the assistance of an impressive array of partners from various sectors of Japanese society.

This year's program, which took place from June 28 to July 12, was the twenty-fifth in a series that has been offered every year since 1980. The two-week program aims to give educators whom the KKC considers to be opinion leaders in their respective communities firsthand contact with Japan that will help them accurately report on current conditions after returning to their home countries. Fifteen educators were selected as Keizai Koho Fellows for 2004: ten from the United States, two from Australia, two from the United Kingdom and one from Canada.

The program begins with lectures on Japan's economy, society and education system. Meetings, seminars, media interviews and question and answer sessions are scheduled with government officials, educators, business people and journalists. Fellows visit elementary and secondary schools, have discussions with educational authorities, teachers and students, meet with members of the KKC's Social Survey Network and tour major industrial, corporate, educational and cultural facilities in Tokyo, Hiroshima, Kyoto and Nagoya. They also stay in the homes of Japanese families in Tokyo for two days. After returning to their respective countries, fellows publish reports about their activities, experiences and impressions on the website of the National Association of Japan-America Societies at www.us-japan.org.

The KKC Fellowship Program enables educators to gain an understanding of current conditions in Japan through three inter-related perspectives – education, the economy and culture. To become more acclimated to Japanese culture, North American fellows met in Washington for an orientation before leaving for Tokyo. During this orientation fellows attended lectures on the KKC Fellowship Program and Japanese cultural considerations. We toured the "Japan: Through the Eyes of a Child" exhibit for hands-on experience with Japanese-style rooms, subway platforms and "bullet train" schedules. There

was a presentation by the Education Counselor of the Japanese Embassy and a discussion about Japanese food, culture and table etiquette. Besides basic table manners, we learned how and when to bow, remove outdoor shoes and put on indoor slippers, exchange business cards, give and receive gifts, socialize appropriately at office parties, use Japanese baths and high-tech toilets, and seating protocol for meetings, dining and driving. When attending presentations at the KKC offices, visiting companies and schools in Japan, business dress was required.

Learning to bow at Hiroshima Commercial High School.

As teachers and guests we were treated with the utmost respect. Japanese hospitality being second to none, no detail was overlooked when tending to our every comfort. We were afforded the absolute best this affluent and generous country has to offer with regard to presenters, facilities and accommodations.

During our visit we attended a special school that teaches students how to perform the Japanese Tea Ceremony, a traditional ritual, intricate, solemn and dignified, in which green tea is prepared by a skilled practitioner and served to a small group of guests in a tranquil setting. We were also taught to make origami paper cranes and windmills and had an entire day set-aside for sightseeing and shopping. Everything traditional such as local convenience stores, bars, restaurants, homes and cultural centers seemed scaled down and tidy by Western standards, especially in comparison with the spectacular animated billboards surrounding the opulent luxury hotels where we stayed.

It was fascinating to spend time in Japanese schools and experience first-hand their genuine love for learning. We were welcomed into staffrooms and classrooms, laboratories and auditoriums, and had frank and lively discussions on subjects ranging from popular culture to ancient philosophy. Everywhere we went people actually seemed excited to meet us and lavished us with exquisite gifts. There were opportunities to meet formally and informally with teachers and students, attend classes on different subjects, talk casually with students and staff, work briefly with individual and groups of students on current assignments, and even participate in presentations as members of student groups. It was particularly interesting and instructive to observe Integrated Studies classes. Students conducted presentations about various global issues in an audience that included parents, teachers and students from other classes. We found Japanese students to be very open, warm, friendly, polite, and extremely curious about the West. Many of the teachers we observed used interactive techniques and their classes tended to be interesting and relevant to real-life issues. Considering the time restraints, we learned a great deal about the effect of educational reform on some Tokyo schools.

Our itinerary was meticulously planned to be invigorating and relaxing. Periods of intellectual and aesthetic stimulation were followed by interludes catering to our absolute comfort. There were a variety of activities, some that we expected, such as meeting students and teachers, and some which were novel, such as students teaching us how to make origami peace cranes and the music teacher performing traditional ballads on various Japanese instruments. He even taught us to sing an ancient folk song in Japanese. Not being satisfied with providing variety and novelty, our hosts exceeded our expectations by presenting us with a vast array of artifacts representing the culture of Hiroshima prefecture. We were spellbound when one of Japan's most famous artists arrived to sketch each of us and give us an individual calligraphic drawing of ourselves as a gift. However, what we will remember most is the love and pride in the eyes of the principal, teachers and students whenever they looked at each other. It was riveting and unmistakable. There is a special bond that unites people who could very easily have never existed.

At Hiroshima Commercial High School at the end of the day the entire student body helped clean the school and grounds before being dismissed. In Japan there is a commonly held belief that if you clean a physical space, you purify yourself. This tradition is apt metaphor for Hiroshima's unique role as the conscience of Japan and a moral compass for the world.

As part of their efforts to promote two-way communication between business and the general public, the Keizai Koho Center organizes forums where voices from society at large can be heard. During our "Dialogue with Japanese Consumers", we met in small groups for discussions with consumers who serve as monitors of these forums. This session provided another excellent opportunity to become acquainted with the lifestyles of Japanese people today. We learned about contemporary Japan from the perspective of people from all walks of life

– housewives, nurses, shopkeepers, office workers, laborers, retirees and artists.

As part of the program a representative from each guest country presented on educational reforms in their respective nations and changes in social expectations for education. Since I was the only Canadian delegate and the last presenter, I summarized the common issues facing educators from other countries and related them to reforms being implemented from British Columbia to Newfoundland and Labrador. The similarities in our struggles to make learning more relevant, engaging and rewarding were obvious to the audience. Elaborating on my Australian colleague's presentation, I was proud to report on how teachers at Prince of Wales Collegiate in St. John's were "making a difference" utilizing an interactive, cross-curricular approach and the impact it has on students' understanding. Collaborations with community multicultural and human rights organizations, partnerships with the Department of Canadian Heritage, participation in the Canadian International Development Agency's "Global Classroom Initiative" and UNESCO's "International Decade of Peace" projects have nurtured independent inquiry and educated young people to become knowledgeable, responsible and humane global citizens.

Learning to make origami paper windmills at Tea Ceremony School in Kyoto.

This is a goal that is shared by reform-minded educators in every civilized nation. If we are to achieve this goal, we must remember that intelligence and creativity are fundamentally amoral; they can be used for good or evil. Every innovation has the potential to become either life affirming or pathological. When intelligence and creativity are linked to morality, human beings have the capacity to turn a desert of despair into an oasis of virtue. Those who have any doubts need only visit Hiroshima.

Keith Samuelson is a teacher at Prince of Wales Collegiate in St. John's. The full text of his article can be found on the NLTA website at www.nlta.nl.ca.

NLTA Safe and Caring Schools Project

A Report on Success

by RENÉ WICKS

Many of you may remember the colourful poster that went to schools last fall announcing NLTA's Safe and Caring Schools Project Fund. The purpose of the fund was to promote safe and caring learning environments by involving whole school communities in violence prevention activities. Developed in close collaboration with the Department of Education's Division of Student Support Services and funded through the Government of Canada's National Crime Prevention Strategy, NLTA offered grants for innovative projects. By the October 31, 2003 deadline we had received 76 applications from schools, groups of schools, and districts. In total, 32 projects were selected for funding.

The main components of each project were to meet definite objectives, involve a wide range of students, and connect with the larger school community. Suggested projects included drama, music, or multimedia productions; visual art projects; youth awareness forums; and other innovative ideas. The decision to promote activity-oriented experiences in the fine arts and media was based upon the large body of educational research which suggests that these types of learning experiences work best for the broadest range of ability levels. Experienced educators know that students with behavioural challenges or learning difficulties often find their greatest success and motivation in school through art, music, drama, and physical education.

Following is a summary of projects that were approved. More detailed information, along with multimedia components can be found at the Virtual Teacher Centre www.virtualteachercentre.ca.

- **All Hallows Elementary School, Clarke's Beach**
  A year-long project "You Matter to Me" rewarded positive behaviours among individuals and groups.
- **Avalon East School District**
  A district-wide student conference called "Safer Schools, Safer Communities" featured a wide range of sessions, student displays, and the presentation of several school-based multimedia projects.
- **Baltimore School, Ferryland**
  "Youth Connections" trained students to become peer mentors.
- **Botwood Collegiate High School, Botwood**
  The Student Council conducted a youth awareness forum, and a long-term action plan was developed.
- **Brother Rice High School, St. John's**
  Students created a video on four types of bullying – reactive, verbal, physical, and relational. Some parts were scripted but much was ad lib. Since this project, a Video Club has been established and a Safe and Caring School Committee continues to operate.
- **Burgeo Academy, Burgeo**
  A full year of ongoing activities started with "Respect Day" in October, where the entire school participated in skits, cheers, and the creation of songs, poems, skits, buttons, posters, and banners. Follow-up activities throughout the year included Red Cross RespectEd training, creation of a Respect Team, and a Student Appreciation Week.
- **Carmanville School Complex, Carmanville**
  Students from Grades 4 to 6 wrote and performed a play called "B is for Bully."
- **Discovery Collegiate, Bonavista**
  Students created a video with four short programs on peer relationships, parent relationships, bullying, and gossiping.
- **Fogo Island Central Academy, Fogo**
  "Peace and Respect Week" included activities, contests, and presentations by special guests.
- **Frank Roberts Intermediate, Foxtrap**
  Students designed anti-bullying websites. Grade 8 students gave presentations in Grade 7 classes, and an anti-bullying pamphlet was created.
- **Glovertown Academy, Glovertown**
  Teachers and students were trained by Red Cross to deliver "Beyond the Hurt" to Grades 8 and 9 students. A peer support network was established to take action on issues of bullying and harassment.
- **Indian River Middle School, Springdale**
  "Synergy and Safety through Peer Mediation" involved students and teachers in a peer mediation

development process, to facilitate effective discipline and ensure student empowerment.

- **Indian River High School, Springdale**
  The project "Operation Respect" involves students in an ongoing program which included a student forum, classroom presentations, and the creation of artistic productions.
- **Lake Melville School, Northwest River**
  A series of "Connections Days" throughout the year uses the House System to model, teach, and promote skills in anger management, anti-bullying, critical thinking, and school spirit.
- **Laval High School, Placentia**
  A Safe Café/Coffee House was established and featured literature readings, art and poster works, and musical performance related to the safe and caring schools theme.
- **Main River Academy, Pollard's Point**
  The "Cooperation Works" project involved K-3 students in planting a Friendship Garden to experience the teamwork needed to achieve such a goal. Grade 7 students wrote and performed a play in three schools. A Peace Quilt and mural were created.
- **Matthew Elementary School, Bonavista**
  Students created a Peace Quilt and a Peaceful Gentle Living program provides resources and activities to help families appreciate a peaceful, kind, and thoughtful environment.
- **Morris Academy, Mount Pearl**
  An activity book for students was created and used throughout the year; acts of kindness were recognized; visiting guests, visual displays, musical performances, and special assemblies will take place throughout the year.
- **Mountain Field Academy, St. Paul's Elementary, Our Lady of Labrador, and Basque Memorial, Southern Labrador Coast**
  This group of schools delivered a project called "Be Cool: Conflict Management at School, at Home, and in the Community."
- **Queen Elizabeth Regional High, Foxtrap**
  Students created art works in Art Deco style and displayed them at six schools around the community.
- **Roncalli Central High, Port Saunders**
  Students created a 40 piece acrylic art mural which is displayed in a prominent area of the school.
- **Roncalli Central High, Avondale**
  The school provided a series of workshops for Grades 5-12 students, targeting issues of violence. Information continues to be shared through the school's web page, poster displays, and student presentations to other students.
- **St. Anne's School, South East Bight**
  Students performed a play called "I Am," dealing with bullying, taking it on the road to schools in the district. A follow-up website was created.
- **St. Bernard's Primary School, Witless Bay**
  The "Cool Kids Program" reinforced positive social behaviour through a peer mediation program.
- **St. Boniface All Grade School, Ramea**
  A day-long "Spirit Day Conference" was held for students with a wide range of sessions and guest speakers.
- **St. James' Junior High, Port aux Basques**
  A Safe and Caring School Forum was held and included drama and musical performances, an art display, and presentations by guest speakers.
- **St. Paul's Junior High School, St. John's**
  The school held a "Random Acts of Kindness Week" where opportunities were created to commit acts of kindness at school, at home, and in the community, and to have them recognized.
- **Smallwood Academy, Gambo**
  Students write and publish an anthology of plays for distribution throughout the community and to other schools.
- **Swift Current Academy, Swift Current**
  The "Campaign Against School Violence" features special assemblies, sessions for students, presentations by students to other students, button design and poster contests, a writing competition, good deed awards, and development of a brochure.
- **Valmount Academy, King's Point**
  The project featured presentations, classroom sessions, contests, and the implementation of a "Guardian Angel" program.
- **Vanier Elementary, St. John's**
  The Vanier Elementary Choir performed the musical "Project Peace" for their school and other schools.
- **Xavier Junior High School, Deer Lake**
  During "Wellness Day," the Xavier Wellness Group offered anti-violence messages through dance, skits, and song routines. Presentations and contests were held during that day, and each class signed a ceremonial, anti-violence pledge.

I would like to thank Sandra Humphries and Valerie Anderson (Department of Education), Hazel Hickey (Newfoundland and Labrador Federation of School Councils), and Cal Cole (Crime Prevention Canada) for their invaluable advice and assistance. Once again partnerships have worked to create better school experiences for our students.

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Learning the Outdoors Way

by GORD CASEY & BILL BUTT

The call of the wild is nestled deep in the bones of many Newfoundlanders who find the outdoor life to be invigorating, inspiring and often very challenging. All too often though, the beauty, inspiration and sometimes the harshness of our environment are taken for granted. It is through moments of reflection that feelings about our wild places can be most eloquently expressed. True poets like Labrador singer/songwriter Harry Martin writes:

Take me to the country, just the way it used to be,
To once more ride her rivers and sleep beneath the trees
Stand and watch that morning sun, spread out across the land
and if I only live one day, I'll die a happy man.

Nothing assures reflection, appreciation and the value of beauty like sharing it with others, who are experiencing it for the first time. This past June, we had the opportunity to once again instruct and share our passion for Newfoundland's extraordinary natural environment. Seven enthusiastic and motivated 15-year-olds participated in our seventh annual, three-day Canoe Wilderness Tripping mini course offered by School District 3.

The student's interest and desire to experience new adventures was evident on day one of the course. Students spent the best part of a rainy and windy Monday on Tipping's Pond in the Massey Drive area just west of Corner Brook, participating in and learning canoeing and navigation skills. Later that evening the students were happy to navigate the warmer waters of the Sir Wilfred Grenfell College Pool. Here, students were exposed to the safety components of canoeing and other small watercraft. The T-Rescue/Canoe-Over-Canoe Rescue technique was a real hit with these young outdoor enthusiasts. Swimming the length of the pool while grasping a swamped canoe was a definite challenge for most!

Finer weather greeted us on day two of the excursion, as the day started with clearing skies and a light northwest wind. Moving to Bottom Brook, a tributary of Southwest Brook just east of the Burgeo Highway, all were eager to 'trim' the canoes and begin their tandem paddle in anticipation of reaching Lost Pond, some 10 kilometers northeast of the TCH. The now brisk northwest wind would not permit our catamaran of five canoes to sail the two kilometers of First Pond. The fickle wind was not cooperating as the students eagerly paddled their way across.

While rounding the rocky point in the Southwest corner of Third Pond early in the first evening, our selected campsite in a sandy cove was as inviting as a warm bed to a cold, tired traveler. A back drop of large birch, fir, pine and spruce situated under an ocean blue sky attracted the eye of most paddlers. Their appreciation of this tranquil beauty that lay in front of them was obvious to both of us. Comments to the effect of "wow, how peaceful", "the cove is so calm compared to the rest of the lake", and "I am so enjoying this trip" were more than encouraging to us. We were now extremely motivated to make this a trip worth remembering for seven wonderful young men and women.

Group preparing to leave 'First Pond' on route to 'Lost Pond' following a well-deserved rest and lunch break. (l-r): Katelin Burridge, Alicia Cross, Shenna King, Michael Casey, Tommy Goosney, Kathelene White, Samantha Neil and Teacher Supervisor, Bill Butt. (Photo taken by Gord Casey.)

After the completion of the regular campsite chores of setting up tents, gathering firewood, building a fire pit, preparing bathroom locations and laying out a plan for the rest of the evening, it was time for students to demonstrate their knowledge of knot

tying skills. Tommy was extremely efficient with his 'figure eight on a bight'. "Knot" to be outdone, the others were quick to catch on.

Tuesday evening's meal, cooked over the open campfire was a first for several of our 'trippers'. Even though noodles, hotdogs and the like were the supper choices for some, the instructors enjoyed a hardy meal of smoked salmon as an appetizer, an entree of salt fish with fried pork scrunchins, onions and potatoes, all washed down with several cups of hot, steamy tea. Dessert, (supplied by our spouses), was a choice of raisin tea buns or ham and cheese tea buns. A tough decision was made easy by several trips to the dessert cart. Paddling several kilometers in bright sunshine and light winds has a tendency to strengthen one's appetite. Imagine what a poor weather day could do?

Following the evening meal, all were off across Third Pond to the mouth of the river connecting Third and Lost Ponds. Here, we continued a tradition which has grown as part of this trek. We gave a quick demonstration and an opportunity to practice the Indian Paddling Stroke in anticipation of having the opportunity to paddle closer to wild game. Most paddlers were quick to master this new stroke. We were now ready to quietly paddle and sneak upon game without disturbing them in their natural habitat.

Within minutes, our group was 'face to face' with a pair of large, majestic Canada Geese. Coincidentally, one year ago to the day, we witnessed two geese feeding and nesting in the same location as the previous year. Geese mate and nest for life. Could it be the same two birds? Words cannot explain the expression of excitement on the faces of our young paddlers. Imagine our delight then, when a beaver and her kit swam cautiously between our canoes and the sight of two Canada Geese now perched on a grassy outcrop along the riverbank.

Every trip has its highs and lows. This occasion would be no different. However, the lows had already faded to ghosts in contrast with the positives. There were many highs! Shenna and Alicia seeing their first live beaver; paddling after dark; Michael and Samantha observing a single beaver swimming off on a flat, calm lake into the sunset of the western sky and being awakened at daybreak on day three of our journey by the honking calls of several Canada Geese passing directly over our campsite. " Just like home", Katelin and Kathelene said, a little ambivalent about their early morning wake-up call.

The highlight for us as instructors, had to be the night paddle on Third Pond. Watching a beautiful crimson full moon rise above our campsite and illuminating the waters of the pond that reflected the faces of seven young teenagers was supremely fulfilling. Oh yes, did we mention the visit and the lonely call of the loon on the lake near our campsite just after daybreak on day three? The young paddlers were more than welcoming to our new friend.

Later in the afternoon of our final day, as we paddled closer to our destination and 'take-out' point, a quiet sense of accomplishment settled over the entire group. The student's 'reflective' comments were gratifying to listen to. They had risen to the task given to them and had every reason to feel proud of their individual and group achievements – we sure were.

For many individuals, the greatest learning and stimulation occurs in a 'hands-on' environment. When we expose children to situations where they must plan, organize, strategize and be imaginative, they are sure to learn and succeed. The outdoors in this province is a classroom awaiting you. Use it often, use it wisely, share it with someone important, and feel 'the call of the wild' creep into your bones.

Gord Casey is a teacher at St. Peter's Academy in Benoit's Cove and Bill Butt is a teacher at G.C. Rowe Junior High in Corner Brook.

Mental Fitness in the Game of Life

by MARIE WALL

There is much discussion about physical fitness and its contribution to one's health. But have you considered your mental fitness? Sport psychology can teach you a great deal about honing skills to assist you in daily life. In my life, sports like water polo and golf have taught me skills such as mental fitness that I use regularly. Mental fitness is one's ability to control thoughts, emotions and actions, qualities admired in those who possess a strong character. It is often thought that people of strong character are born, not made; yet we can learn the skills of mental fitness and apply them.

Mental fitness is essential in enhancing one's enjoyment of life and productivity. It requires developing reflective skills, learning more about yourself, assessing your strengths and areas of growth. It also means validating your accomplishments. When you learn more about yourself and develop these skills, you enhance your self-esteem.

The skills necessary for mental fitness include mental, emotional and cognitive. These skills enhance your conscious participation in all areas of your life and help you attain the levels of enjoyment and productivity you desire. Your inner desire gives direction and helps you set goals. Commitment to mental health gives you focus and helps you maintain sight of your goals. Celebrating your accomplishments is important. Self-knowledge, reflection and validation give perspective and in turn, build you up as you proceed.

Perspective enables a person to better understand their life experiences. Similar events could happen to two different people, yet how each views the events has either positive or negative mental and emotional impact. When you are able to see the potential in a given situation there are opportunities for immediate and long-term gains. The benefits include positive feelings and thoughts that empower you to take actions towards your goals. A "Murphy's Law" perspective causes negative feelings, self-defeating thoughts and limited action to influence change. The combination of mental fitness and healthy perspective can take you a long way in developing wellness and balance, and can even positively affect those around you.

The emotional component is an integral part of mental fitness. Stress is a part of life and can be constructive or destructive. Self-awareness leads to reflection of one's stress level and indicates what action must be taken to cope and control stress or to motivate oneself to attain higher productivity. Relaxation time and techniques allow you to re-group and re-focus your efforts. Physical activity is an excellent way to de-stress, to release pent up emotion and adrenaline. This physical release assists the body in restoring equilibrium and prepares you for further activity at home and work. Time out, for quiet and space, is another avenue useful to de-stress your life. Taking time to assess an event that occurred can give you the opportunity to look at a situation with less emotion and more perspective, opening up different options and consideration for positive opportunities. Learning deep breathing exercises, meditation or even a martial art can be ways to deal with stress build up.

While deep breathing exercises and meditation may not be completely familiar to you, some people do engage naturally in these activities at some level. Just remember a time when you went off by yourself and after a period of time felt revived. Or a time when you felt panicky and just took a few deep breaths to help calm yourself. These are responses that come natural to you. To make them more useful you can practice them regularly.

For example, take the practice of centering meditation. There are several steps you can take to get yourself centered. Find a place that is comfortable and, if possible, free from interruption. Begin by noticing yourself, your body, your emotions, your thoughts – this is called a body scan. Take a slow, deep breath, filling your whole body and then slowly exhale. Take another breath, slowly, comfortably. As you do this bring your attention to your muscles and consciously relax them, allowing yourself to let go and sink further into your seat, knowing as you let go you are

supported; continue to deepen your relaxation. Once you have relaxed your muscles, picture yourself in a positive place and notice the pleasure you feel. Allow yourself to stay in this place until you are ready to leave it. Then gradually let yourself come out of this state more relaxed and centered than before.

Relaxation is one side of the coin; the other side is knowing how to get yourself motivated. Getting psyched up is not always easy but completing tasks allows you to feel good about yourself and your accomplishments. A few techniques that could help are positive self-talk, imagery, visual aids, or physical activity. Positive self-talk is a conscious effort to think and make statements that motivate action, such as "I work efficiently" or "I am safe and in control". People may scoff at this but see no problem with negative self-statements that may play like mental tapes. Visualization can be positive stimulation that activates adrenaline and your emotional response. Imagine yourself completing a task with ease and confidence. This often goes well with positive self-talk. Another option is to post inspirational messages and pictures. A brisk walk or jog can also help jump start your energy and increase your productivity.

Another component that is essential to mental fitness is cognitive skills. Developing the ability to focus and re-focus are keys to staying attuned to things around you. "Focusing is the ability to direct and maintain your attention on task-relevant cues while ignoring those that are irrelevant and distracting" (Durand-Bush, 1998). It is the ability to focus on one thing at a time and feel the pleasure of accomplishment. In an age of multi-tasking this skill can increase efficiency and allow more time for other things. When you are stressed it is challenging to hold your attention on the task at hand. You have to assess how much attention you require at any given time. Being able to focus intently to accomplish a task is rewarding; yet, having a broad view, when appropriate, gives perspective.

Mental fitness is part of a healthy approach to life. These skills hone your mental fitness thereby increasing your self-esteem and efficiency, leaving more time to do the things you desire with the people who are important to you. Learning the skills of mental fitness and developing a positive perspective will increase mental acuity, emotional rewards and a stronger character. For more information and concrete exercises in developing mental fitness consult *Getting Mentally Fit for Competitive Water Polo* by Natalie Durand-Bush (1998) or contact me for the reference material.

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Copyright Proposal Threatens Future Internet Use in Classrooms

For Canadian students and teachers alike, reasonable access to Internet resources is a critical necessity for learning and teaching. Canada's current Copyright Act, however, makes it illegal for students and teachers to participate in routine classroom activities where they download, save, and share Internet text or images that were intended to be freely downloaded and distributed.

Copyright infringement is of key concern to educators and authorities across the country. The education sector believes that clarity and balance in the Copyright Act must be vigorously championed, such that copyright infringement is eliminated and that every student and teacher can be assured of timely and fair access to Internet materials.

To this end, six national educational organizations – the Association of Canadian Community Colleges, the Association of Universities and Colleges of Canada, the Canadian Association of University Teachers, the Canadian Teachers' Federation, the Canadian School Boards Association, and the Copyright Consortium of the Council of Ministers of Education, Canada (CMEC) – have proposed to the Government of Canada that it adopt an education amendment to the Copyright Act to permit the educational use of publicly available Internet materials. The proposed amendment is intended to address educational needs and ultimately clarify and enhance respect for copyright ownership on the Internet.

"The Internet is an invaluable learning tool and people should be able to use it without breaking the law," says Harvey Weiner, Policy Advisor, Government and External Relations to the Canadian Teachers' Federation. "Students and teachers have integrated Internet materials as part of the learning experience. The Internet provides a wealth of free material that enriches classroom instruction and learning. Limiting access to the Internet will inhibit the learning potential of students and will result in a chilling effect on developing literacy skills, at a time when the acquisition of knowledge is universally recognized as the key to social and economic prosperity."

The proposed education amendment is limited in scope, in two respects:

1. It applies exclusively to participants in a program of learning under the authority of an educational institution. For example, the proposed amendment would permit students to use publicly available Internet materials by incorporating text or images in homework assignments, performing music or plays on-line for their peers, exchanging materials with teachers or peers, or re-posting a work on a restricted-access course website. To encourage copyright awareness and respect in all circumstances, students and educators would be required to cite the source of the Internet materials that they use.

2. It applies strictly to the use of publicly available materials on the Internet. Publicly available materials are those posted on-line by content creators and copyright owners without any technological protection measures, such as a password, encryption system, or similar technologies intended to limit access or distribution. These materials, intended to be widely accessed and shared, may include text, images, music recordings, audio-visual works, theatrical performances, or instructional demonstrations. The proposed education amendment will ensure that it is legal for students and educators to reasonably access and use publicly available Internet materials.

The proposed amendment will not exempt institutions from paying for digital materials such as purchasable CD-ROMS, subscription databases, licensed software, on-line courses, and other curriculum resources. Copyright owners who wish to sell or otherwise limit access and distribution of their digital or on-line materials can continue to do so through subscription, password, and payment technologies. The proposed education amendment will not apply to such materials that are not freely accessible, which allows content creators and copyright owners to continue to sell and receive payment for their works as they intend.

Rapid advances in technology-enhanced learning call for a modernized Copyright Act that serves the public interest in permitting reasonable access to, and use of, Internet materials for purposes such as education, teaching, research and innovation, and the dissemination of knowledge. In the absence of an

education amendment, schools and post-secondary institutions across the country may be legally obliged to curtail Internet use in order to avoid liability. The imposition of legislated limitations on the access to and use of a tool as valuable as the Internet could ultimately compromise the quality of education in Canada.

The Government of Canada has announced its plan to reform the Copyright Act and table legislation relating to education and access. The education sector welcomes this focus on the needs of students and educators. National education organizations have long maintained that a modern and balanced copyright framework will protect the public interest. The need for such a framework has never been more important than now, when all levels of government are investing in connecting Canadians and promoting skills development and innovation.

By enacting balanced copyright legislation, addressing the needs of students and teachers, promoting access, and making other much needed updates, Canada has an extraordinary opportunity to enhance learning opportunities for generations to come.

It is crucial that forthcoming digital copyright legislation contain an amendment for the educational use of the Internet. The federal government's current review of the Canadian Copyright Act will include the writing of new digital copyright laws, which will set the parameters and conditions for the use of copyrighted Internet materials by Canadians. New legislation is expected in the House of Commons as early as this fall.

Study Focuses on Realities of Teaching in Francophone Minority Schools Outside Quebec

A national study recently released by the Canadian Teachers' Federation (CTF) paints for the first time a national picture of the challenges specific to teaching in French-language minority schools in Canada.

"The realities of living, learning and teaching in minority communities differ substantially from those who live in majority settings" says CTF President Terry Price. "Francophone minority schools have a dual mission – they must provide all the basic educational experiences and they are expected to be the mainspring of survival and development of the Francophone communities.

"Although these teachers feel strongly committed to inspiring their students with the love of learning in French and a sense of belonging to the Francophonie, they also feel resources and support are sorely lacking as this dual mission translates into a number of challenges in the classroom.

"Maintaining the students' motivation and academic success in the French language is an extremely complex task given the overwhelming predominance of English and the lack of the proper educational tools and training."

The CTF President highlights the pressing need for pedagogical and technological resources geared to meet students' needs in a minority setting. Currently, such materials are limited and do not reflect the students' socio-cultural context. The report also identified other challenges with respect to the diversity and number of teaching assignments, the insufficient number of qualified specialists and supply teachers, and the lack of professional development opportunities.

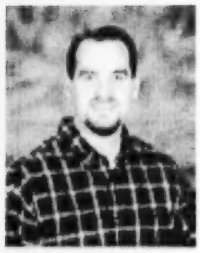
The CTF research and findings make a strong case for a number of recommendations and courses of action to provincial/territorial governments, school boards, French-language faculties of education in Canada and other key players in the Francophone community.

CTF proposes a multi-faceted action plan that includes: integrating compulsory courses on the pedagogy of teaching in minority settings in French-language teacher training programs; increasing in-service training opportunities through collaborative channels that allow school boards to pool their resources; developing a national portal of teaching resources by subject and level; and implementing equitable funding formulas that take into account the specific needs of Francophone schools.

Thanks to financial support from Canadian Heritage, CTF conducted the research with the collaboration and expertise of the University of Ottawa's Interdisciplinary Research Centre on Citizenship and Minorities and of the Canadian Institute for Research on Linguistic Minorities. The CTF research initiated in 2003 was three-fold and included a literature review, a national teacher survey involving 670 teachers, and a consultation forum involving key education partners in the delivery of French-as-a-first language education.

Key findings and the full report are available online at www.ctf-fce.ca.

CTF is the national voice of over 200,000 teachers across Canada, many of whom are teachers in Francophone minority settings in every province and territory.



Breadth and Balance of Information Technology in the Classroom

by KEVIN ANDREWS

It is important to remember that success in today's world depends on the capacity to adapt to changing needs and circumstances. Due to the fact that technology is a foundation in many areas of contemporary society, it is important that students and teachers develop the necessary Information Technology (IT) skills if they are to function effectively. It has become increasingly clear that technology will transform the role of the teacher, as did the introduction of print textbooks. More than ever before teachers must become advisors to student inquiries, helping them to frame questions for productive investigation by directing them toward the Internet and multimedia DVDs for research, rather than just textbooks. Teachers need to embrace technology as one of many sources in learning, while giving the student the ability to judge the quality of information they obtain and coaching them in ways to present their findings effectively to others. In order to ensure proper implementation of IT, teachers should recognize and understand the importance between its *breadth* and *balance* within a curriculum. With that fully understood, then and only then can teachers ensure that students are getting a broad and balanced IT diet.

Breadth refers to the range of technological experiences available to pupils. In order to achieve proper breadth, activities that utilize some form of technology must be found across, as well as within all areas of the school's curriculum. All pupils, in all subject areas, should have equal opportunity to use technology while learning their prescribed information. Whether it is Science, Religion, Math, or Music, teachers must be aware that their curriculum should make allowances for IT. In order to provide both a broad and rich IT diet for students, teachers have to carefully audit and map their classroom activities. Text handling is one avenue whereby pupils can develop an appreciation of the writing process by concentrating on the composing skills of writing, planning, composing and redrafting. Word processing and text handling in any form can help a student with their reading and comprehension skills. Whether it is Microsoft Word, WordPerfect or Notepad, the ability to articulate your ideas, while at the same time editing and revising can ensure the student is more productive. By using a word processor, students can store documents for later use, erase and insert additional text, search and replace information, move and copy text, and change style and appearance of the document. Other advantages such as spelling and grammar checking, insertion or graphics, and the merging of text with database files all provide pupils further potential to produce documents with a clear purpose and audience in mind. As a result, documents have a more professional appearance and preparation time is used more efficiently.

As students begin to spend time using a computer, it is important for the teacher to introduce proper keyboarding skills so the students can learn proper typing techniques. One must also keep in mind the effects this will have on hand writing skills and as a result, adjust the curriculum such that students continue to use both. Similarly, there are also health hazards from the glare of the monitor screen, bad posture while sitting at the computer, and potential eye and neck strain from looking at the screen for long periods of time, so the teacher must adjust their methods of using IT so students are aware of this. Thus, by evaluating all activities, teachers will be able to provide valuable insights into the breadth of IT.

Teachers need to know how to strategically integrate technology into their curriculum objectives, to ensure that all aspects are being covered. This includes text and information handling, position, movement, and control of the software and hardware, modelling, image and sound handling and an understanding of the applications of information technology in society. Teachers should also make sure that

there is an appropriate range of technological opportunities and experiences offered to the pupils. They must coordinate their efforts with the technology teacher of the school to design a plan to use IT activities with their students. This can be as easy as searching for topics on the Internet or as complicated as designing a web-based virtual chat room for students to express their ideas to one another on different topics in class. That is why teachers should always be prepared and plan ahead for each activity.

As technology continues to advance at a rapid speed, teachers should also be aware of how much IT knowledge their students have and ensure that all of their activities challenge and interest their classes. Another ingredient which affects how students learn in a classroom could be observed gender differences related to IT learning. Males and females carry different opinions when it comes to technology. Throughout my experience working with junior high students I have found that males are more enthusiastic about computers and technology, while females are more passive. Teachers have to keep this in mind when designing their curriculum such that they make it an enjoyable experience for all ages and gender

Finally, it should be noted that the school should monitor the breadth of IT experience offered to, and received by, individual students. Because of changing class sizes, cultural influences, rapid advancements in technology, schools should have some form of a committee designed to monitor these changes so curriculum can be adhering to all external stimuli.

Not only does the 'broadness of a curriculum' enrich the IT diet of students but we must maintain a proper balance as well. Much like a regular diet where overindulging in a particular food is always a problem, maintaining a balance in your IT curriculum is essential as well. By giving the proper attention and time to each aspect, and by not ignoring any area or allowing any particular area to dominate, then and only then will a student receive a well-balanced IT diet. To further this point, teachers should make sure there is a balance between the experiences of IT offered in different areas of their curriculum. Have they spent enough or too much time with IT on a particular topic? Did the students have enough experience with a particular IT activity? These types of questions need to be asked and answered to ensure a proper balance.

Further to this, teachers also need to make themselves aware of a balance between the different aspects of IT. Questions such as, "Did I balance enough time with text, information, image and sound handling as well as modelling, position, movement and control?" Teachers must make sure there is a proper balance within each one of these aspects. Lastly, the school must monitor the type of balance teachers are using with IT in their curriculum. Much like breadth, a committee can be designated to ensure proper adherence to this particular ingredient.

In conclusion, it is essential that teachers audit and map all their IT activities to make sure they are following the guidelines to proper breadth and balance. It is essential that committees be setup in conjunction with the school's administration to ensure that all parities are adhering to proper practice and principle.

Kevin B. Andrews is currently on leave from his teaching position with the Avalon East School District to begin his own technology-related company. If you have any particular subject areas you would like addressed in future articles, or a technology related question in general, please feel free to email Kevin at: kevin@nlconnect.com.

Raising Test Scores, Ruining Schools

by IAN DAVIDSON

Endorsing the idea of accountability is quite different from holding students and teachers accountable specifically for raising test scores. We need to help people see that the first doesn't entail the second – and, indeed, that genuine accountability and authentic standards are undermined by a myopic emphasis on testing. This past spring I was fortunate enough to attend the annual Canadian Teachers' Federation (CTF) conference in Ottawa which dealt with challenging the whole notion of the negative effects of standardized testing on students and their learning. In Newfoundland and Labrador we are caught up in the growing move toward heavy emphasis on standardized testing as we currently have testing in Grades 3, 6, 9 and public examinations in Grade 12. To put these statistics into perspective for the reader, Ontario students write 20 different provincial exams before they graduate and PEI has no standardized testing (the only province in Canada) at all! We stand at a crossroads in Newfoundland and Labrador at present and, with any luck, we'll follow the example of PEI and not Ontario! Accountability is the process through which individuals, organizations and governments take responsibility for their actions, report on these actions to those who are entitled to the information, and work to improve their performance. An emphasis on standardized testing and school rankings is a misguided approach to achieving accountability. Standardized testing is no substitute for true accountability.

Why is Standardized Testing Wrong?

One size does not fit all in the world of education. Alfie Kohn, the conference keynote speaker, presented the following arguments, which I will attempt to briefly describe.

1. *It gets motivation wrong.* Most talk of standards assumes that students ought to be thinking constantly about improving their performance.
2. *It gets teaching and learning wrong.* Measurable outcomes are widely considered to be the least significant result of learning. Many teachers are forced to "cover" curriculum versus "discover" curriculum.
3. *It gets evaluation wrong.* Far from improving education, high-stakes testing marks a major retreat from fairness, from accuracy, from quality, and from equity.
4. *It gets improvement wrong.* Harder is not always better! The reductive (and really rather silly) idea that tests, texts, and teachers can all be judged on the single criterion of difficulty level lurks behind complaints about "dumping down" education and strident calls to "raise the bar."

Indeed the evidence suggests that higher scores in a given school or community may actually be cause for concern. Reports of rising test performance should lead us to ask, "What was taken away from my children's education in order to make them better at taking standardized tests?"

Thankfully, schools can do a lot! The best schools are those that take children seriously – their needs and concerns, their questions, and interests. At Clarenville High School where I teach, lessons are organized around problems and projects that speak to what our students want to know about them, rather than forgettable facts. I believe that our students still acquire knowledge, but in a context and for a purpose. In the classroom itself, experts believe that teachers should do what is necessary to prepare students for the tests – and then get back to the real learning. Second, they should do no more test preparation than is absolutely necessary. Third, whatever time is spent on test preparation should be as creative

and worthwhile as possible. Fourth, administrators and other school officials should never brag about high (or rising) scores. To do so is not only misleading, it serves to legitimize the tests. Finally, whatever your position in the field of education, one of your primary obligations is to be a buffer – to absorb as much pressure as possible from those above you without passing it on to those below.

The issue of standardized testing, therefore, needs to be addressed. It has been proven to discourage taking risks, intellectual thinking and the development of complex thinking skills in children. Yes we need curriculum guides and a framework to operate under (do you know that Ontario has 333 measurable outcomes for children in Grade 1?!!) in our classrooms but our educational outcomes need to be broadly conceived, flexible and allow for deep thinking and the development of higher thought processes in students. Earlier in the year we had a professor from Ontario visit Clarenville to speak to school administrators about how to improve our schools. He indicated that the province should be responsible for setting priorities, allocating resources and monitoring implementation and progress. It was also indicated that local school districts (wait, we don't have local school districts anymore!) should have more flexibility to implement policies to best suit local contexts. Schools, districts and the province need to build capacity to engage in continuous improvement. In short, the province needs to collaborate with teachers and principals and not simply hand down policies. The last point of information I took from this conference is a message directly for our fiscally-minded government. I am sure they realize that the time, energy, and money being devoted to preparing students for standardized tests has to come from somewhere… to this end, what better way to save money than to cut out standardized testing in schools in Newfoundland and Labrador.

Ian Davidson is Assistant Principal at Clarenville High School in Clarenville, NL.

2004-05 NLTA Standing Committees

The NLTA Provincial Executive Council operates and conducts business through a series of standing committees. Teachers from across the province serve as members of these committees that are generally centralized in one particular area of the province. These standing committees are responsible to the Provincial Executive unless there is specific direction to the contrary from the NLTA Biennial Convention. The standing committee chairperson, committee members, staff consultant, and location in the province are as follows:

Committee	Chairperson	Committee Members	Staff Consultant	Location	Mandate
Communications/Political Action	Marilyn Bennett	Karen Adams, Dolly Brace, Ann-Marie Cleary, Jamie Jenkins, Gail Perry, Brian Vardy	Lesley-Ann Browne, Communications Division	St. John's	To monitor and advise the Executive Council on issues relating to the Association's communications initiatives.
Curriculum	Elizabeth Murphy	Leo Antle, Lily Cole, Scot Strong, Jackie Maloney, Greg Pittman, Cathy Whiffen	René Wicks, Professional Development Division	Marystown	To monitor and advise Executive Council on all matters related to curriculum.
Equity Issues in Education	Fred Wood	Andrew Blackmore, Pamela Clarke, Margaret (Peg) Dunphy, Tom Hounsell, Sharon Penney, John Roa	Beverley Park, Professional Development Division	St. John's	To advise the Executive Council on issues relating to equality in all areas of the teaching profession and the opportunities available to students.
Finance and Property	Edward Moore	Art Callahan, Lily Cole, Dean Ingram	Jim Fox, Treasurer	St. John's	To control, under the direction of the Executive Council, the management of all funds and property of the Association.
Group Insurance	Bill Chaisson	Linda Bailet, Darryn Cramm, Bill Day, Dean Ingram, Melanie Kavanagh, Tina Ryan; Johnson Inc. Committee Members: Diane Duff, Michael Goodridge, Shirley Hibbs, and Bill Lowe	Don Ash, Benefits and Economic Services Division; Jim Fox, Treasurer	St. John's	To administer all matters pertaining to the NLTA Group Insurance plan including handling of benefits, premiums and dividends.
Membership Benefits and Services	Sean Noah	Edwina Cashin, Craig Hicks, Bob Kelly, Marsha O'Reilly, André Richard, Eithne Smith	Stefanie Tuff, Benefits and Economic Services Division	Gander	To monitor and advise the Executive Council on any issues relating to the benefits and economic services and the branch operations programs.
Professional Issues in Teaching (PITCOM)	Dana Burridge	Bill Chaisson, Ron Dawe, Sadie May, Jean Murphy, Sherri Rose, Kathy Rowsell	Beverley Park, René Wicks, Professional Development Division	Deer Lake	To monitor and advise the Executive Council on issues relating to the professional development programs administered by the Association.

NLTA Committee Worth the Experience!

by GEORGINA ETHERIDGE

I'd like to share with you my experience this past school year serving on my first committee of the Newfoundland and Labrador Teachers' Association.

When my Principal, Bill Chaisson, asked me to volunteer on the Early Career Teachers committee I quickly agreed, not knowing what it involved. I reminded him that I was early in a teaching career but not early in my work career. He felt it was important to have representation on the committee from teachers of various backgrounds.

When meeting time came I found it hard to drag myself to attend after a long and tiring day teaching, in addition to having to prepare for being away from my family during dinner time. But when I arrived at the meeting and sat around the table discussing with professionals in other schools, I found the experience well worth it. The conversation with other teachers was both interesting and stimulating.

We discussed our own experiences as early career teachers and then used these experiences to develop strategies for hiring and retaining early career teachers. Through the committee process we made a number of recommendations to the NLTA Provincial Executive such as holding an open house for Memorial University education students, implementing an induction symbol, revising the new teacher kits and the substitute teachers package, and distribution of both, and the importance of the position of school representatives when dealing with early career teachers.

It was through this committee work that I was also introduced and had discussions with our Association President, Fred Douglas. I was impressed that he travelled across the island to meet with the committee. This reaffirmed to me his concern about the retention of new teachers and his belief in bringing together teachers for their input in shaping policy for our Association.

I found NLTA staff members Beverley Park and Don Ash to be both very professional and knowledgeable about the workings of our Association. I feel very grateful to have such dedicated staff working on my behalf.

I would like to thank our Committee Chair, Bill Chaisson, who was instrumental in fulfilling the request of the President to set up a committee on early career teachers. I can understand why Bill won an award last year for his work on behalf of teachers.

Members of the committee were Krista Baldwin, Sheila Burt, Glenn Gillard, Donna Organ-Hulan, Steve Perchard, Chairperson Bill Chaisson, and NLTA staff Beverley Park and Don Ash.

So, if you are asked to serve on an NLTA committee, be open to the invitation. It is not a big commitment or a daunting task, and your Association needs input from you – for you. Your direction and involvement helps all our membership. Get involved in your Association… it will give you a voice in your professional future!

Georgina Etheridge is Physical Education Teacher and Vice Principal at Humber Elementary School in Corner Brook.

In Search of Enthusiasm

by HECTOR M. EARLE

Ralph Waldo Emerson once wrote, "Nothing great was ever achieved without enthusiasm." Having an enthusiastic attitude is the stuff that helps us hang in there when things get tough. It's the inner push that keeps us going through the waves of challenges and setbacks. Such is the drive of many famous inventors, explorers and superstars of the world. Enthusiasm has taken great leaders to grand heights up the achievement ladder of success. Barbara Bartocci (*Catholic Digest*, 1998) was noted as saying, "Enthusiastic people can turn boring drive into adventure, extra work into opportunity and strangers into friends."

As teachers, we are often surrounded by quick-witted, energetic and enthusiastic youths whose drive and resourcefulness seem endless. Ever witness a Kindergartener's delight and wonder at a Halloween party or that senior high student's joy when scoring the winning basket? It is this child-like zest that gives enthusiastic people such youthful outlook and energy whatever their biological age. It was enthusiasm that propelled Pablo Casals to view music as a passion that made life a never-ending adventure well into his nineties and an enthusiastic outlook that didn't dampen Bob Hope's drive to make people laugh for almost eighty years. It's no wonder they both lived to be one hundred.

It has been said that nobody grows old merely by living a number of years; people grow old only by deserting their ideals. Years may wrinkle the skin but to give up enthusiasm wrinkles the very soul. Worry, self doubt and fear can turn our enthusiastic inner drive into self-defeat.

Marjorie Greensbie once wrote, "you are young as your faith, as old as your doubt, as young as your self-confidence, as old as your fear and as young as your hope."

When reflecting on the above, I'd be the first to admit that it can be a challenge at times to maintain our enthusiasm when faced with overcrowded classrooms, tightening budgets, yearly cutbacks and ever-increasing expectations from all stakeholders to do more with less. Where can we muster any kind of enthusiasm when we are expected to be mentor, friend, counselor, parent, classroom management expert, facilitator, learning specialist, coach, motivational speaker, and master of our subject matter, or in many cases an expert in a multitude of subject matters. Meanwhile, we are expected to package our lesson plans in such creative and innovative ways as to hold the attention of our students for hours on end and compete with television, the Internet and a host of other electronic wizardry. Don't forget too that we have to tailor our teaching to individual students who come to our classrooms with a myriad of pathways and learning disabilities.

Yes, where can we find any kind of motivation and enthusiasm in today's educational climate? For some of us, perhaps the answer lies in the intangibles that rise above the challenges that we face from day to day. What can be more exhilarating than to see a child overcoming their fear of the first few days of school, that shy individual that came out of his shell and blossomed in all areas; that child who finally responded and became part of your class; the thank-you notes and appreciation comments from parents and colleagues; the principal who supports and appreciates you for a job well done; the satisfaction of seeing that potential drop-out walk across the stage on graduation night; and the satisfaction we all get in knowing that we made a positive impact in a child's life. These are but some of the defining moments and psychological and emotional rewards of teaching. The kind that pays off in later years when you see your former students being successful and making a positive impact on the community.

It is no doubt that teaching today is indeed challenging. But we also have a window of opportunity in making a positive impact in today's schools. As teachers we enthusiastically continue to take the hand, open the mind, touch the heart and shape the future of our most cherished and precious resource – our youth and tomorrow's leaders. Who knows when our influence will end?

I must confess that after nearly thirty years of teaching, I still get a little enthusiastic about education, especially when I see young minds filled with wonder and eager to learn. It has a way of putting a little jump in my step. Oops, I almost forgeo. I have to go and finish my lesson plans, then go for a little bike ride after school. I need to recharge my batteries a little because I've got an interesting day tomorrow – a full day teaching, recess tutoring, lunch hour duty, and an after school staff meeting. What can be more motivating than that? See you in class.

Hector M. Earle is a Grade 7 teacher at Riverwood Academy in Wing's Point, Gander Bay.

Applying for Educational Leave

Academic Year 2005-06

Article 20 in the Collective Agreement (Article 31 in the Labrador West Agreement) establishes the parameters for paid educational leave. A "leave" is defined as one full university semester, with the exception of the spring semester/third term (May-June), which is considered a half-leave. While on paid educational leave, teachers receive 80 percent of their salary for the number of days their school is open during the university semester, plus two days before the semester begins and two days after it ends. This is to accomodate travel or other demands related to the educational leave. Thus, teachers may have to return to school prior to or after educational leave in any school term to avoid further loss of pay.

There are a total of **62.5** leaves available for teachers covered under the Provincial Collective Agreement; there are **3** leaves available for those teachers covered under the Labrador West Collective Agreement.

The Application Process:

- Teachers must be employed in this province for five years or more (by the end June 2005) to be eligible for paid educational leave for the 2005-06 school year.
- Application is made **to the District.**
- Districts may rank applications according to District needs.
- Districts must forward applications to the Department of Education by February 1.
- **DISTRICTS OFTEN HAVE AN EARLIER DEADLINE. CHECK WITH YOUR DISTRICT OFFICE.**
- **Applications received after February 1 will not be considered.**

The Decision-Making Process:

- A committee with representation from the Department of Education, the Newfoundland and Labrador Teachers' Association and the Newfoundland and Labrador School Boards Association makes decisions on granting of awards.
- The committee makes its selections by March 1 of each year.
- Successful applicants are notified by March 30 by the Committee Chair, Mr. Gary Hatcher.
- In making its decision, the Committee considers several criteria including, but not limited to:
  - ✔ Whether the applicant has had paid leave in the past.
  - ✔ Current certificate level.
  - ✔ Whether study during leave will lead to a certificate upgrade.
  - ✔ Whether the applicant's job is at risk without re-training/upgrading.
  - ✔ The educational needs of the District and rankings as recommended by the Director.
  - ✔ Program of study (teacher supply and demand/program restrictions).*

No one factor of those listed in the above criteria dominates the Committee's final decision. Each member of the Committee, after thorough discussion of all the factors and after reviewing in detail the information on each applicant, has input to the final selection. Every effort is made to apply the criterion in a consistent fashion, and some aspects of the procedure may be computer assisted.

***If a successful applicant changes his/her planned program of study from that indicated on the original application, the application must be reconsidered by the Selection Committee.**

Policy Regarding Awarding of Educational Leaves

(1) The maximum leave to be awarded any one teacher shall be 2½ university semesters.

(2) Leave shall normally be awarded for a duration of 1 or ½ university semesters.

(3) A teacher will be eligible to receive an additional award five years after receiving an award.

(4) Notwithstanding the above, a teacher may receive additional awards if that teacher is pursuing a program of studies at the request of the Educational Leave Committee or a program of studies which the Committee has identified as one to receive priority.

(5) In any given year if the number of leaves available exceeds the number of "first-time" applicants, the additional awards will be given to applicants who have received an award previously.

Article 20 – Educational Leave [Article 31 – Lab West Agreement]

20.01 [31.01] Subject to the other provisions of this Article, a teacher who has been employed in Newfoundland and Labrador as a teacher for five (5) years or more may be eligible for Educational Leave up to one (1) year.

20.02 [31.02] There shall be an Educational Leave Committee consisting of five (5) members, two (2) of whom shall be appointed by the Newfoundland and Labrador Teachers' Association.

20.03 [31.03] Teachers who are eligible for Educational Leave and who wish to obtain such leave, shall make application to the School Board. Only applications which are approved by the School Board shall be forwarded to the Educational Leave Committee.

20.04 [31.04] Prior to January 1 each year, the Minister shall notify the Educational Leave Committee of the number of teachers who may be granted educational leave in the coming school year. In any event, the minimum number of teachers who may be granted leave shall be twenty-five (25) per year, or the equivalent. [In any event, the minimum number of leaves which may be granted shall be 3.0 semesters per year, or the equivalent.]

20.05 [31.05] The Educational Leave Committee shall, not later than the 1st day of March of the year of the award, select those teachers who are to be granted educational leave. The number selected by the Committee shall not exceed the number indicated by the Minister in accordance with clause 20.04 [Clause 31.04].

20.06 [31.06] Leave granted under this Article shall be at the rate of eighty per cent (80%) salary.

20.07 [31.07] Upon completion of the Educational Leave, a teacher shall return to the School Board from which leave was granted, for a period of not less than double the period of leave granted.

20.08 [31.08] A teacher granted Educational Leave shall, subject to Article 9 [Article 47], on [upon] return be given the same position or comparable position in the same school, unless it is mutually agreed between the teacher and the School Board that the teacher return to a particular position.

20.09 [31.09] The period in which a teacher is on Educational Leave with pay shall be considered as full time taught.

20.10 [31.10] Nothing in this Article shall be deemed to preclude leave privileges which may be available to teachers under Article 19 [Article 30].

Application for Educational Leave

September 2005 – August 2006

NAME: _____ S.I.N.: _____

HOME ADDRESS: _____

_____

PHONE: (Home) (School)

SCHOOL DISTRICT: _____

PRESENT TEACHING CERTIFICATE: _____

DEGREES/DIPLOMAS:

Degree/Diploma: _____ Major Field of Study: _____ Date Conferred: _____

Degree/Diploma: _____ Major Field of Study: _____ Date Conferred: _____

Degree/Diploma: _____ Major Field of Study: _____ Date Conferred: _____

CURRENT TEACHING ASSIGNMENT: _____

DATE OF LAST COURSE TAKEN: _____

NO. OF YEARS TEACHING: In the Province: _____ Elsewhere: _____

(Note: To be eligible for educational leave in 2005-06 you must have been employed in Newfoundland and Labrador for five years or more by the end of June 2005.)

Have you had paid educational leave in the past? ❑ Yes ❑ No If yes, indicate the duration and year of leave: _____

List of other awards, scholarships, fellowships, etc., which you may receive for the period of leave: _____

_____

DATES FOR WHICH LEAVE IS REQUESTED: (Period: September - December 2005; January - April 2006; May - June 2006)

First Choice: _____ Second Choice: _____

Educational Institution: _____

What program of study do you intend to pursue? _____

Have you been accepted for this program of studies for the semester(s) indicated? ❑ Yes ❑ No
(If yes, please attach confirmation of acceptance from the educational institute.)

Please give below any additional information related to the criteria listed on page 27 re the decision-making process which you feel would assist the committee in making its decisions. *(Please attach an additional sheet if more space is required.)* _____

_____

I hereby certify that I fulfill the requirements for educational leave as outlined in Article 20.01 of the Collective Agreement [Article 31.01 of the Labrador West Agreement] and accept the obligation imposed by Article 20.07 [Article 31.07 of the Labrador West Agreement].

Date: _____ Signature: _____

NOTE TO TEACHERS:
Please forward to your School District and from there it will be forwarded to: *Mr. Gary Hatcher, Senior Director, School Services and Facilities, Department of Education, Confederation Building, P.O. Box 8700, St. John's, NL, A1B 4J6.* Application must be received at the Department of Education by **FEBRUARY 1, 2005**. ***Districts often have an earlier deadline. Check with your district office.***

OFFICE USE ONLY

Approved on behalf of (name of District) _____

which agrees to the provision of Article 20.08 [31.08] and 20.09 [31.09].

School District Comments/Recommendations: _____

Date: _____ Signature: _____
(Chairperson or Director of Education)

Recommended for educational leave by the Educational Leave Committee for the period of:

_____

Program of Study: _____

Date: _____ Signature: _____

RESOURCES

Editor's Choice for Resources on the Web

www.plastics.ca

This site contains a Teacher Resource section that offers numerous free resources to assist teachers in addressing the subject of plastic in the classroom. A teacher contest offers great prizes to 25 winners in an electronic draw on December 1 of this year. The site is set up by the Environment and Plastics Industry Council (EPIC) which is a Council of the Canadian Plastics Industry Association.

THE MISADVENTURES OF BULLY-BOY AND GOSSIP-GIRL

CTF has proudly endorsed a unique new anti-bullying resource, *The MISadventures of Bully-Boy and Gossip-Girl*, created by university students Brett Popplewell and Lee Wilson. This interactive comic book is intended for students in Grades 4 to 8. It depicts common acts of bullying among boys and girls and suggests ways students can stop bullying from happening in their schools and playgrounds. The booklet also contains four pages of questions and activities, an anti-bullying pledge and an invitation to take part in the creation of the next comic book issue. A separate four-page teacher's guide and lesson plan provides teachers with important information on bullying and prevention strategies. Colourful posters complete the package.

The materials, in both English and French, can be ordered individually or as sets. Prices and more details can be found on the interactive website www.bullyboy.ca.

The MISadventures of Bully-Boy and Gossip Girl will help students become part of a youth-led movement against bullying and make a positive difference in their school and community.

Profits will go to community anti-bullying initiatives.

Calendar

SHARING OUR CULTURES/À LA DÉCOUVERTE DE NOS CULTURES

March 20-22, 2005

Delta Hotel, St. John's. This is a unique opportunity for K-12 teachers and their students to experience a bilingual, interactive, curriculum-relevant, and hands-on approach to learning about diverse cultures. The Fair showcases 25+ countries and 20+ exhibits by government and community organizations. Admission is free but space is limited. Registration deadline is December 10, 2004. For information contact Lloydetta Quaicoe, Tel: 709-727-2372 or lquaice@nl.rogers.com.

COUNSELLORS' AND PSYCHOLOGISTS' NATIONAL CONFERENCE AND AGM

May 24-27, 2005

Delta Hotel, St. John's. The Newfoundland and Labrador Counsellors and Psychologists Association (NLCPA) in conjunction with the Canadian Counselling Association (CCA) will be hosting their National Conference and AGM. Conference Theme: *The Roots of Resilience/Les racines de la resilience*. For more information visit www.ccacc2005.ca/ or contact Ruth George, Communications Officer with NLCPA at 709-643-2927 (w), 709-643-4332 (h), or RuthGeorge1@hotmail.com.

SCHOOL ADMINISTRATORS CONFERENCE

May 25-26-2005

College of the North Atlantic, Stephenville. For information contact Michael Murrin, Tel: 709-646-2822; Fax: 709-646-5263; mike.murrin@wnlsd.ca.

Education Week 2005
March 6-12
Food for Thought

Sub-themes:

- Eat Well
- Feel Well
- Live Well
- Learn Well
- Lead Well

If you have any resource materials or ideas for activities for Education Week 2005, please submit them to:

Walter Hammond, Chair
Education Week 2005 Committee
c/o Newfoundland and Labrador Teachers' Association
3 Kenmount Road
St. John's, NL A1B 1W1
E-mail: mail@nlta.nl.ca

Dates to Remember

December 2004

Dec 2-3	Pre-Retirement Seminar, St. John's
Dec 8	**Deadline:** Nominations for offices of President and Vice-President must be postmarked by this date for inclusion in Convention issue of *The Bulletin*
Dec 15	**Department Deadline:** Teacher Exchange applications to Ontario
Dec 30	**Deadline:** Proposed changes, amendments or repeal of by-laws for BGM 2005 must be received at the NLTA office by this date
Dec 31	**Deadline:** 2005 Christmas Card Contest.

January 2005

Jan 9	**Final Deadline:** Nominations for NLTA President and Vice-President
Jan 14-15	NLTA Executive Meeting
Jan 15	**Deadline:** Receipt of Barnes, Bancroft, Allan Bishop, and Special Recognition Award Nominations at the NLTA office
Jan 20	**Deadline:** Professional Development Fund applications
Jan 30	**Deadline:** All remaining material for Convention issue of *The Bulletin* (nominations for Provincial Executive, resolutions for BGM, branch delegates and branch alternates' names) must be postmarked by this date for inclusion in Convention issue of *The Bulletin*

February 2005

Feb 1	**Deadline:** Applications for Educational Leave – teachers must make prior application to school board
Feb 8	Election of NLTA President and Vice-President
Feb 14	Janeway Day in the Schools
Feb 17	NLTA Executive Meeting
Feb 18-19	Joint Council Meeting